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ABSTRACT

This report delineates a series of interventions aimed at minimizing incidences of bullying in a suburban elementary school. The social services staff was scheduled to initiate an anti-bullying incentive in fall 2001 due to the increased occurrences of bullying during the prior year. The target population consisted of third- and fourth-grade students. Researchers in classrooms and other school settings observed negative and aggressive actions of bullies. A four-component action was developed that relied upon communication, a framework, intervention, and methods of assessment. Two intervention strategies were implemented for heightening awareness of bullying among school faculty, parents, and students; and teaching students how to respond appropriately to negative behavior or defuse an altercation. Conflict resolution, role-playing, discussion groups, and response training were also implemented. Postintervention data indicated a reduction in incidences of bullying in the targeted group. Students demonstrated an understanding of the effects of bullying on victims and the responsibility they had to prevent and report this behavior. Appendices contain student and teacher surveys about bullying, an information packet, and other materials for developing awareness and anti-bullying strategies. (Contains 28 references.) (RT)

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WAYS TO MINIMIZE BULLYING

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ABSTRACT

This report delineates a series of interventions aimed at minimizing incidences of bullying in a suburban elementary school. The target population consisted of 3rd and 4th grade students. The researchers in classrooms and other school settings observed negative and aggressive actions of bullies. The Social Services staff was scheduled to initiate an anti-bullying incentive in fall 2001 due to the increased occurrences of this type of behavior during the prior school year.

Current research revealed hurtful teasing, put downs, hostile actions and harassment was increasingly present in school settings. Studies indicated that bullying began at an early age and peaked at the 6th or 7th grade level. Victims considered school an unsafe place to be and feared coming to school. Due to this fear factor many incidents went unreported.

A review of research on bullying identified a series of key elements that needed to be addressed to be successful in minimizing its occurrence in the school setting. In an effort to intervene and redirect the spiral, two intervention strategies were implemented in the action plan. Heightening the awareness of bullying to administrators, teachers, parents and students and structuring intervention activities to teach students appropriate ways to respond to negative behavior or diffuse an altercation were the major plan components. The collection of data involved surveys, checklists and teacher observations. Increased awareness and communication among parents, students, faculty and administration focused on this topic. Various methods to minimize bullying were implemented including conflict resolution/role-playing, discussion groups, reflection journals and response training.

Post intervention data indicated a reduction in the incidences of bullying in the targeted group. Students demonstrated an understanding of the effects of bullying on victims and the responsibility they had to prevent and report this behavior. In addition, a heightened awareness of bullying, and a no tolerance policy was adopted by the school community.

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CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

The students of the targeted 3rd and 4th grade classes exhibit bullying behavior in the school setting. This bullying behavior includes name calling, hitting and pushing, exclusion, gossiping, ethnic slurs, stealing and bossing. Evidence for the existence of the problem includes teacher observation, behavior checklists, student and teacher surveys, and journal entries.

Immediate Problem Context

This research was conducted in a single site by two researchers. Students in the 3rd and 4th grade level were the targeted group of this study.

Modern technology greeted a visitor entering the Site A building. A visitor was identified to the office staff by closed circuit TV, cameras, and voice communication. The research site was a K-8 elementary school operating out of a newly expanded and remodeled facility in a suburb of a large metropolitan area. This facility is located directly south of the public library. The site sits adjacent to the newly constructed municipal building, post office, senior center and family fitness complex. For two years (during the 1996-97 and 1997-98 school years) the current middle school building was under construction to accommodate the

consolidation of the district's primary-age building and middle school. Since this site was the only school in the district, the demographic information was defined in the district profile.

The first level of the building had a spacious office suite where the school administration and office staff worked. Adjacent to this area were the district offices where the superintendent, his secretary, the building engineer, food-service manager, and the bookkeeper were located. Some members of the Special Services Team, which included a speech therapist, psychologist, and social worker, each had offices there. A small conference room existed there as well. The board/conference room and the office of the Community Involvement Coordinator connected the district offices and the media center hallway.

There were a number of large open areas on this first level, including the Media Center, computer labs, applied technology lab, gymnasium, and cafeteria. The fine arts department occupied the west area of the first floor with spacious art, music, and band rooms. There was one gymnasium within this same area that doubled as an auditorium.

The building was constructed around a paved and landscaped courtyard with entrances from the media center and K-2 wing, which were also on the first level. The primary level special education teacher and the reading specialist also had classrooms on the first floor. There was a classroom in the kindergarten corridor that was used for before and after school care. All homerooms in the K-2 wing had sinks and large cabinets for storage.

The second floor of the facility was sectioned into a series of corridors. Each corridor had grade level classrooms. There was a third and fourth grade corridor, a fifth and sixth grade corridor, and a seventh and eighth grade corridor with homerooms and science labs. In addition, there were two ESL/foreign language classrooms located there. Intermediate and junior high special education teachers also had small rooms on the second level, and a science lab used by

kindergarten through sixth grade students was situated at the northeast corner. The building was air-conditioned with the exception of the gymnasium. Technology had been a school board priority for the last five years. Every classroom was online, all teachers and staff members had their own computers and printers in their classrooms or offices, and all had telephones with voicemail as well. In addition, each classroom had two student computers with at least one connected to the Internet. Attendance was transferred to the office on-line daily. Record keeping and grading for grades three through eight, were all done via computer.

The school provided many services such as the After School Assistance Program which furnished help to students who were working below grade level or who might be at risk of failing. Participation was open for a variety of extra-curricular opportunities from computer clubs for the primary children to basketball and track teams for the junior high students. The school board sponsored these activities in previous years, but a recently failed referendum put all of these extra programs at risk for the upcoming school year.

Two faculty members from this building were participating in the study. The first researcher was the computer teacher for all students in this facility. Her classroom was a large room on the west end of the first floor. It was sectioned into two computer labs. A flexible wall of bulletin boards and white boards separated the rooms. In one section there were thirty-two Micron PCs where computer classes were taught to sixth, seventh, and eighth grade students. The second section had twenty-eight iMac computers where students in kindergarten through fifth grade came for classes. Each lab had a laser printer and the PC lab also had a scanner. Two mobile carts, each with five laptops and a printer, were stored there for use within the building. Within the lab was a small office, and behind this office was the building's mainframe computer where the server, hubs, and all of the communication lines for the building were housed.

The second researcher had a self-contained classroom consisting of 18 students. This second floor classroom was located at the southeastern corner of the building. The south wall of the classroom had a large window that faced the school playground. Nineteen student desks, one teacher desk, one student computer, one teacher computer, and two small tables for group work were housed within the classroom. There was a section of six closed cabinets opposite the windows. There were also two large chalkboards and one overhead screen as well as the overhead. Four square bulletin boards occupied each corner of the room. The students each had their own locker just outside the door. A telephone was mounted on the wall near the door. Some of the students switched classrooms for reading and math classes. The students moved among rooms for computer, art, music, and gym.

The District

The following information was taken from the 2000-2001 State School Report Card for the facility.

The site was in a district located immediately north of and adjacent to a large metropolitan city. The district was comprised of a single kindergarten through eighth grade school that had an enrollment of 540 students.

As noted in Table 1 the largest percentage of students were Caucasian, of that percentage slightly more than 50% of the students came from homes where English was not their primary language. The second largest percentage of students also came from homes where 95% of the families spoke a language other than English on a regular basis.

Table 1.

The Racial-Ethnic Background of the Students:

White	67.9%		Asian/Pacific Islander	24.4%
Hispanic	6.3%		Black	1.3%

The student population was very ethnically diverse. This was indicated by the fact that 48 different languages were spoken by students in the district. The great majority of students came from middle-to-upper income families. However, 21.5% of the students were considered low-income. This same percentage of students (21.5%) qualified for free or reduced price lunches.

The faculty was comprised of 53 personnel. The administration consisted of a superintendent, a principal, an assistant principal, three administrative assistants, and a school nurse. There were 28 classroom teachers, 11 related arts teachers in the fields of art, music, physical education, media and library, computer science and applied technology. Additional staff included three special education teachers, three ESL specialists, two reading specialists, a gifted education teacher, a Title I math and science resources coordinator, a psychologist, a speech pathologist, a social worker and a community involvement coordinator. Five full-time aides assisted special needs students. As a direct result of failed referendums in April 2001, and March 2002, considerable curricular and personnel changes were under review.

Of the 53 faculty, 94.4% were White and 5.6% were Asian/Pacific Islander. The faculty consisted of 88.9% females and 11.1% males. The average number of years of teaching experience of the faculty was 14.0. A Bachelor's degree had been earned by 38.9% of the faculty and 61.1% had earned a Master's degree or above. The average teacher and administrator salary for the district was $56,717 and $104,395 respectively.

The class sizes in the district ranged from 18 to 26 students per classroom with an average of 20.0 students per classroom. During the current school year a definite increase in class size and teacher responsibilities were implemented due to reduced funding and a confining budget. The average pupil-teacher ratio was 12.7:1. The average pupil-certified staff ratio was 10:1. Finally, the average pupil-administrator ratio was 173.3:1. The average instructional and operating expenditure per pupil was $6,333 and $10,718 respectively.

The Surrounding Community

The following information was gathered from several sources, including: the community web site, city newspapers, community brochures and pamphlets provided by the city's public relations office, and local real estate demographics.

The community covered 6.2 square miles and was located immediately northwest of a major metropolitan city. It was incorporated in 1899, with a population of 500. By 1920, the population had grown to 1,200. Following the end of World War II, the community enjoyed extensive growth. This growth was particularly explosive in the 1960s. By 1976, the population had mushroomed to 32,432. This was the peak population for the site's community. In 1990, it had a population of 28,063. According to the 2000 census, the community presently had a population of 30,068.

The community was comprised of approximately 70% residential and 30% commercial and industrial type occupancies. The community ranked fifth among county suburbs and 17th in the state in sales tax revenue as a result of nearly $12.8 million in annual sales tax receipts from its more than 1,300 retail businesses. This substantial revenue contribution allowed for extremely low property taxes for village residents. Each dollar in property tax was distributed as shown in Table 2.

Table 2

Property Tax Distribution

Schools	$.65
County	$.19
Park District	$.06
Library	$.04
Village	$.04
Other	$.02

The community was governed under a Village Manager/Board of Trustees form of government. The Mayor appointed the Village Manager, with approval from the Board of Trustees. The Mayor and the six members of the Board of Trustees were elected officials.

The services provided to the community were organized into eight departments: General Government, Finance, Code Enforcement, Human Services, Public Services, Health and Wellness, Police, and Fire. Within the community, other services available to the families were a newly expanded and renovated library, six childcare centers and seven nursing facilities. Fifteen churches of various Christian denominations were also located there.

The village was bounded on the south and east by an extensive forest preserve. In addition, the community contained 18 park sites, three recreational centers, two swimming pools, six ball fields, 21 tennis courts, an indoor ice rink, a nine-hole golf course, and a YMCA. An extensive array of programs was offered to the residents by these facilities.

Housing in the community consisted of 75.6% single-family units and 24.4% multi-family units. The median sale price for a single-family unit was $204,900. The median rent for

an apartment unit was $591. The total number of households within the community rose slightly from 10,776 in 1990 to 10,847 in 1999. However, it was estimated that by 2020 the number of households would be 14,426.

The median age of the residents within the community was 45.9. Approximately 30% of the population within the community was over 62 years of age. The age distribution of community residents is displayed in Table 3 that follows.

Table 3

Age Distribution Across the Community

0-13	11.8%		14-18	4.6%		19-29	15.3%
30-39	12.4%		40-49	11.4%		50-59	12.3%
60-69	15.6%		70-79	10.2%		80-over	6.3%

The race distribution of the residents in the community is shown in Table 4. It is evident in this table that the majority of the students of Asian background were characterized under the tile "Other" and resided in the targeted school district.

Table 4

Race Distribution Across the Community

White	89.5%		Hispanic	3.1%
Black	0.2%		Other	7.2%

The community enjoyed a low violent crime rate. From 1996 until 2000, there had been no known murders and 10 reported rapes.

The median years of school completed by the residents of the community, was 12.8. The breakdown of education achievement is reported in Table 5. There was an even distribution of educational background across the community.

Table 5

Educational Background Across the Community

Less than 9th grade	12.5%		9th – 12th	12.5%		High School grad	31.6%
Some college	18.3%		Associate	4.8%		Bachelor's	14.4%
Graduate degree	5.8%						

National Context of the Problem

The problem of bullying is a worldwide problem (Smith, P.K., Sharp, S.1994) that has negative consequences for the whole school community and interferes with a student's right to learn in a safe environment (Banks, 2001).

Bullying is an imbalance of power between students. It is one student using gestures, teasing, intimidation, and/or exerting physical strength to hurt or embarrass another student. "Unfortunately, teachers often have difficulty distinguishing between true bullying and normal peer conflict. Thus, they may not realize the severity of a problem and fail to support the victim appropriately" (Garrity, Jens, Porter, Sager, Short-Camilli, 1996, p.13). Direct bullying seems to begin in the early elementary years and peaks in the middle/junior high school years. School size, racial ethnicity, and school setting (rural, suburban, or urban) are not distinguishing factors in predicting the occurrence of bullying. Boys engage in bullying behavior more frequently than girls by a ratio 3 to 2 (Garrity, et al., 1996). Boys take a more physical approach to their conflict such as tripping and punching other students. They often threaten later physical consequences.

Whereas girls, bully in a more subtle manner. For example, they are more likely to tease and alienate their victims with gossip, writing mean notes, or using the "silent treatment" or cold shoulder. Contrary to some common myths about the typical characteristics of a student who bullies, a bully may have average to above average academic ability, a large circle of friends, and feel secure in their environment. On the other hand the victims are often students who are isolated or alone. They may feel anxious, are physically weak, and lack social skills. Victims generally cry easily, will not fight back, and may have suffered past abuse.

National attention has been directed to the extreme consequences that can result when bullying goes unchecked. The tragedy at Columbine in April of 1999, attests to the need for schools to check bullying at its earliest signs. Nearly 160,000 school children are afraid to come to school daily because of being humiliated or bullied. Increasingly, students do not feel safe and are reluctant to seek help (Olweus, 1993).

Most bullying takes place where there tends to be less structure or supervision, such as the playground, lunchrooms, or hallways within the school. It is evident that adults are not taking these incidences seriously and do not recognize bullying behavior. The key here is that the teasing and hurtful behavior continues and is repeated. The long term effects can result in permanently lowering the child's self-esteem.

Bullying has become a public health issue. Victims often experience headaches, stomach pains, nervousness, lack of sleep, and poor appetite. This emotional harassment may develop into physical ailments. Some of these problems can carry over into adult life. These victims may suffer from depression and low self-esteem. Unchecked, bullies may later engage in criminal behavior or be guilty of dangerous adult behavior such as "road rage" (Nolin, 1995).

Although bullies have displayed hurtful behavior for decades in the school setting, the public eye has been focused more recently on the effects of bullying behavior. The type of aggression has escalated and the recent school shootings are evidence of the scope and depth of the problem (Weinhold, 2000).

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

The purpose of our investigation is to reduce the incidences of student bullying as perceived and reported by students and staff in this site. Characteristics of bullying include name calling, gossiping, exclusion, physical violence, and psychological harassment. Of the 49 students in the two classrooms involved in the intervention, parent permission was granted for 28 students to participate. The data from these students will be included in the research. Data was gathered by the following methods:

- Survey instrument for students
- Survey instrument for staff members
- Student observation checklist
- Teacher journal entries
- Student journal entries
- Interviews and communication with building staff and administration
- Parent contacts

The researchers designed a student survey to gather information about student perceptions of the type and frequency of bullying. This instrument included 16 questions. Twelve questions

focused on the various types of active and passive bullying behaviors. Examples of questions dealing with passive bullying included:

1. Has another student mocked you or called you names?
2. Did a student tell you that you could not be included in a game or activity?
3. Did another student or group of students refuse to talk to you?

Examples of active bullying were documented with questions such as:

1. Has another student hit or pushed?
2. Has another student taken something that belonged to you?
3. Have you ever been bossed around and forced to do something you did not want to do by another student? (The full survey can be found in Appendix A)

The responses were tallied and the results of the survey were graphed.

Figure 1
Student Bullying Survey

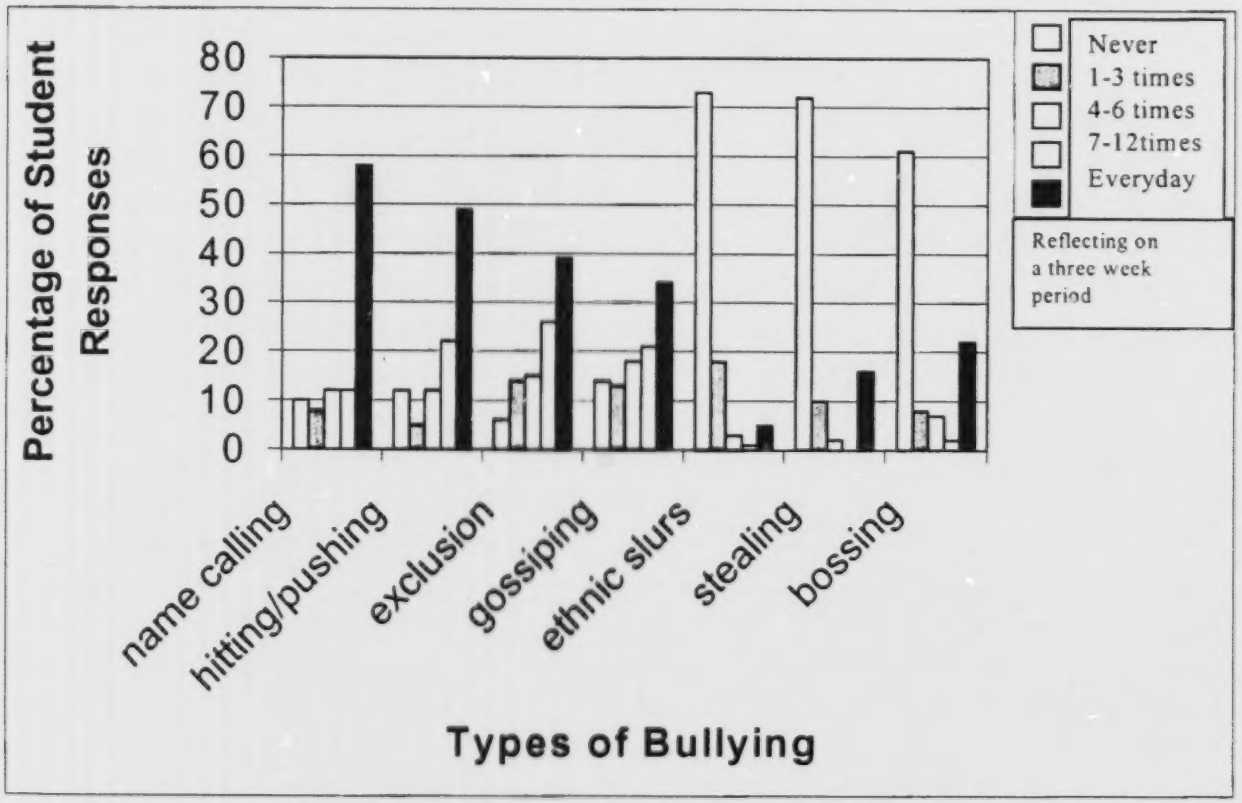


Figure 1 shows the most prevalent bulling behaviors in the school setting. Approximately 58% of the students reported that name-calling occurred everyday in the previous three week period. Forty-nine percent of the students indicated hitting and pushing and 38% ir.dicated exclusion occurred daily during this same time period. Additionally, 34% of the students reported gossiping as a bullying behavior. These behaviors demonstrated the type of conduct that took place in less supervised environments such as the playground, hallways, and the cafeteria. Of these behaviors, name-calling was reported on a daily basis. Students felt strongly that they were made fun of and mocked on a regular basis. While occasional name-calling would not be labeled as bullying, the repeated incidences of this negative behavior were what characterize it as true bullying. By contrast, students experienced ethnic slurs, stealing and bossing less often. Only 5% of students ever reported that ethnic slurs happen. The school's ethnic population was extremely diverse. However, the frequency of ethnic slurs experienced was low. Most students reported that they had never been the victims of an ethnic slur. This indicated a strong acceptance of different races and ethnicity, reinforcing that this was not a bullying problem in the target population. The percentage of students who indicated that they had never been the victims of theft was 72%. Bossing by another student rarely happened with 61% of the students indicating that it had never happened.

Included in the survey were four questions to determine if the children surveyed had asked for assistance from parents or teachers when confronted by a bully. Students were asked to reflect on the previous three-week period and tell whether they had sought help when confronted by a bully. The results of this data is presented in Table 6.

Table 6

Students Requesting Adult Assistance/Aid

Questions	YES	NO
Have you told your teacher that someone is bullying you?	32%	68%
Have you told your teacher when you have witnessed another child being bullied?	24.6%	75.4%
Do you think your teacher will help you deal with the bully?	75%	25%
Did you tell your parents that someone is bullying you?	46.5%	53.5%

The student responses demonstrated that 32% of the surveyed students indicated that they would not tell their teacher that they were being bullied. When asked if they would report that they had witnessed a bullying incident, 75.4% of the students responded that they would not. The third question focused on the student's perception of whether they thought their teacher would assist them with the bully. Seventy-five percent replied that they felt a teacher would help. Students seemed to feel confident that teachers would help them, as shown by the affirmative responses. The final question asked if students would seek help from their parents. Of the 28 students surveyed, 53.5% would not tell their parents they were being bullied. This 53.5% of the surveyed group is approximately 25% less than those who would seek help from a teacher. Overall, it is apparent that students do not regularly report bullying incidents although they feel that a teacher would help.

The staff in this facility was also surveyed. The questions on this survey focused on the number of times various staff members either observed or were notified by students that bullying

had occurred during a three week period. The complete survey can be found in Appendix B. Those staff members, whose input is included in Appendix C, work with approximately 340 students within Site A. Figure 2 and Table 7 identify the staff perspective on bullying. This information was gathered through observation checklists, which were maintained by the researchers and additional staff members. More data was also gathered through interviews with extended staff, including the administration, and special services team.

Figure 2

Staff Survey--Evidence of the Occurrence of Student Bullying

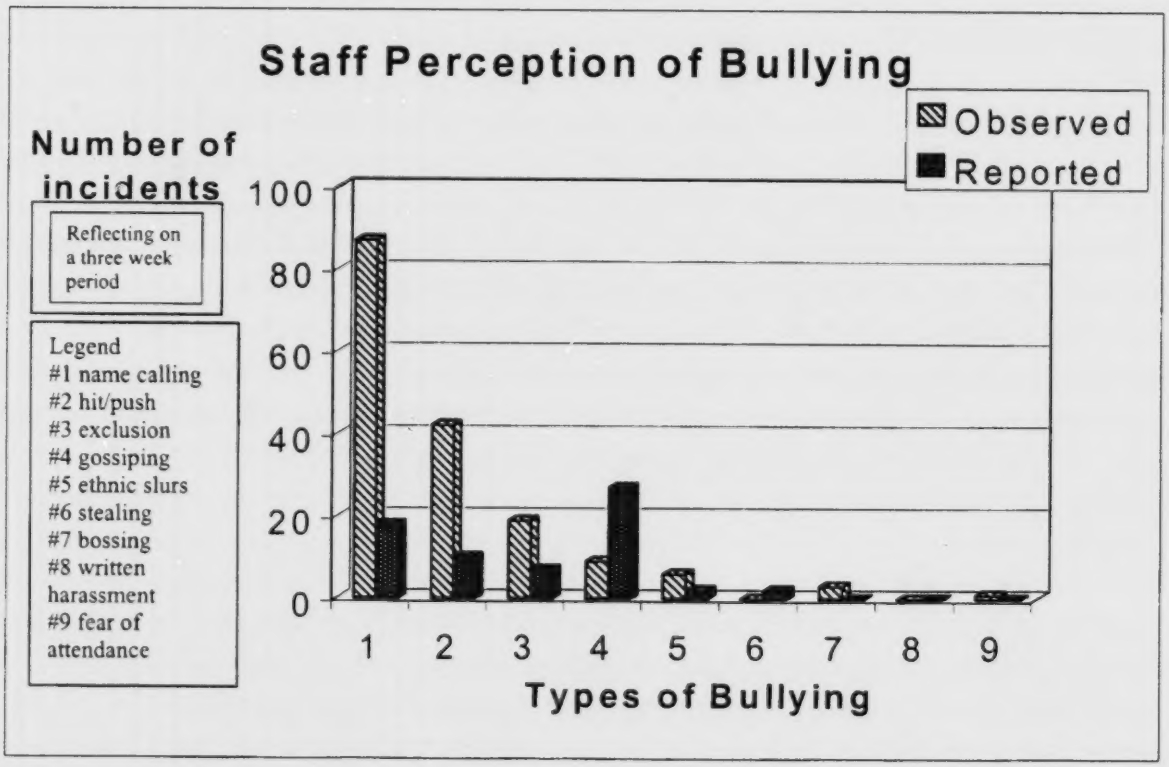


Table 7

Staff Observations and Student Reports of Bullying

	Observed	Reported
name calling	87	18
hitting and pushing	42	10
exclusion	19	7
gossiping	9	27
ethnic slurs	12	9
stealing	0	2
bossing	3	0
written harassment	0	0
fear of attendance	1	0

There was a clear pattern that emerged demonstrating the repeated occurrences of bullying. This clearly showed that the staff observed bullying behavior more often than it was reported by students. As displayed in Figure 2 and Table 7, the most frequent type of bullying included name calling, and hitting and pushing amongst students. Name calling was observed 87 times yet only 18 of these occurrences were reported to a staff member. Through e-mail correspondence and inter-office referral documents, (see Appendix C) communication is ongoing between the researchers and the special service team. Additionally, informal student lunch clubs that the social worker facilitates, provided weekly information on specific bullying problems and resolutions. This data was shared and discussed between the researchers. The junior high school teachers did find that ethnic slurs had surfaced on some occasions with the older students, but these incidents were dealt with quickly and no tolerance was acceptable for this type of bullying behavior in Site A.

Further documentation include the student journal entries that describe incidences with bullying experienced by students within the site over the previous three week period. Students

were asked to free write, describing any event that occurred in the last three weeks when they felt hurt or bullied by fellow students. In a sharing session, where trust had been established, students were asked to volunteer their responses. The resulting information clearly indicated that bullying occurred and was problematic to students. Teachers' informal records of student observation checklists also substantiated that the problem of bullying existed within the school. Parent communication through conferences, open house conversations and various correspondences all provided further evidence that this problem was prevalent. Phone calls and notes written to the researchers and the special services team documented that bullying was taking place during the school day.

In summary, there was clear evidence that bullying was taking place within this site. It was the researchers' intention to raise staff and parent awareness, designate classroom interventions (including bullying awareness/prevention activity time), initiate response training for victims, and develop an anti-bully school policy. Through these actions it was intended that occurrences of bullying in this school setting would be minimized.

Probable Causes

The literature suggests several underlying causes for the prevalence of bullying in schools today. Lack of family cohesiveness, decreased parent interest, permissiveness by the child's primary caretaker, an overabundance of graphic violence in the news and entertainment media, and social competition based on dominator values (Weinhold, 2000), as well as ethnic intolerance are the most significant factors contributing to this problem.

One of the primary causes for this increase in bullying is the fact that parents are not as available or involved in their children's daily activities as they were 20 years ago. More than 76% of mothers work outside the home as indicated in the 2000 Census, compared to 54% of mothers 10 years ago. (U. S. Census Bureau, 1990 data). As a result of this, children spend less

time in a nurturing relationship with significant adults. The growing numbers of "latchkey kids" bear out that many children spend significant time unsupervised. The novel, Lord of the Flies (Golding, 1962), represents what happens when parental restraints are not present --children engage in the most vicious forms of bullying. (Loeber, Stouthamer-Loeber, 1986). Overburdened parents are spending less time and are being more lenient with their children. There is relatively little caring among family members, which increases the likelihood that children will engage in bullying behaviors (Rigby, 1994). When bullying behavior does occur, adults are not taking these incidents seriously and do not recognize this behavior as being different from normal conflict. Looking at the school community, bullying is often overlooked or teachers are not recognizing the bullying tactics. It is the responsibility of the adult school network (parents, administrators, and teachers) to ensure that there is a safe environment in which children can learn. Studies have shown that only half the children report the incident of bullying to a parent. An even smaller number report being bullied to a teacher. (Durso, 2001).

Bullying in schools mirrors the prevalent culture of violence in society today. Domestic violence, gang wars, road rage, hate crimes and global conflict are reported on the daily news. The negative spiral of violent behavior involving children has escalated significantly. It has been reported that juvenile crime is up 47% nationally with nearly three million violent crimes at or near schools. The number of violent crimes committed by young people is expected to double by the year 2010 (Giancola, 1998). Children are exposed to a vast array of media, which depict violence in an accepting manner. Children routinely watch cartoons and films that display violence with humor when in fact the intended humor is extremely violent in nature. Interactive video games encourage physical abuse and violent behavior. Violent video games such as "Doom" were reported to have had considerable influence on Eric Harris and Dylan Klebold, the Columbine High School killers. "World Wrestling Federation (WWF) wrestling matches on

television particularly glorify violence by portraying these 'bullies' as heroes" (Weinhold, 2000). Extensive international research shows that children who view a great deal of violence on TV, video, and movies become more aggressive and have less empathy for the victims of bullying. (Eron and Huesmann, 1987). The Lion and the Lamb Project reports findings of the National Television Violence Study (2000). This report shows the most common depiction of televised violence include:

- learning to behave violently
- becoming more desensitized to the harmful consequences of violence
- violence goes unpunished in almost three out of four scenes
- humor occurs in 39% of violent scenes which undermines the seriousness with which violence is regarded

"Social competition" or popularity seeking students tend to be highly aggressive, athletic, exhibit "coolness" (manner of dress, hairstyle), and display toughness. These students tend to demonstrate more sophisticated interpersonal skills by exploiting others. Comments ridiculing others like, "Nice hair!", "Where did you get those shoes?", and "Did you get those pants at the Salvation Army?" all contribute to the bullying mentality (Durso, 2001). These students magnify their own worth at the expense of others. Bullies of this type humiliate and demean students on a psychological level. This negative form of social competition can be described as the systematic abuse of power. There will always be power relationships among people. However, when this abusive power becomes repetitive and deliberate, it takes the form of bullying. (Sharp and Smith, 1994)

The researcher, Dan Olweus, regarded as the founding father on bully/victim problems, concurs with other researchers regarding the causes of bullying. He stated that typical bullies can be described as having an "aggressive reaction pattern"—that is, they display aggressive

behavior in many different situations. He further examined what conditions caused the development of this aggressive reaction pattern. Olweus found that the basic emotional attitude of the parents toward the child is one causative factor. He writes that, "A negative basic attitude, characterized by lack of warmth and involvement, clearly increases the risk that the boy will later become aggressive and hostile toward others." A second causative factor is "the extent to which the primary caretaker has been permissive and allowed aggressive behavior on the part of the child." If the caretaker is highly permissive, the likelihood that the child will become aggressive and hostile towards others increases. A third factor is the parents' use of physical punishment and violent emotional outbursts. If the parents have a propensity towards this type of disciplinary approach, the child is more likely to develop aggressive reaction patterns. It has been concluded that love and involvement from the primary caretaker, well defined limits on which behaviors are permitted and which are not, and use of non-physical methods of child-rearing, create non-aggressive and happy children (Olweus, 1993b).

A decreased sense of individual responsibility is also a contributing factor that adds to the problem of bullying. When several people participate in the bullying event, it is more likely to occur. Social psychology demonstrates that it is safer to act in a group than alone. Additionally, one may feel less guilt after the incident if more people are involved in the attack (Smith and Sharp, 1994).

Parents or adults need to supervise the child's activities outside school and to monitor who his or her friends are. Most unwanted negative behavior and bullying take place when the parents do not know where the child is going or when other adults are not in direct site or hearing distance of the children. (Patterson, 1982)

Smith and Sharp (1994) cite "lack of warmth between parents or in the family; use of physical violence within the family; and lack of clear guidelines for behavior and monitoring of

children's activities" as important factors that contribute to the upbringing of aggressive and hostile children. Bullies generally perceive their families as lacking in affection and having poor monitoring procedures. Furthermore, bullies often view the family "in terms of power relationships with siblings and other family members." (Smith and Sharp, 1994)

Each of these probable causes has been observed in some degree by the researchers and has been the reason for choosing to formulate this topic as the focus of the action research project. In this K-8 school building of 540 students, only four to six staff members are on supervision duty before school and at dismissal time to supervise students' behavior as they enter or leave the building. During the lunch period in the cafeteria, two staff members are responsible for approximately 140 students. This makes it difficult to monitor behavior and assist with bullying events. Students routinely leave school and go home on their own, waiting a number of hours before parents arrive. This lack of supervision by parents at home has allowed children to be free in making choices and decisions. The violent nature in society through entertainment and the media has set the stage for bullying in schools. Finally, popular students consistently use negative behavior to gain recognition, often including hurtful comments or exclusion and demeaning insults.

CHAPTER 3

THE SOLUTION STRATEGY

Literature Review

In classrooms throughout the nation, children face a vast and increasing set of challenges as they attempt to develop pro-social skills. Schools today have opportunities to be proactive in molding this development. By being aware and supportive of students' need to feel safe and to rebuke negative teasing and bullying attacks by peers, educators can begin by helping students develop strategies for coping in the school environment. Patterson (1989) surveyed more than 26,000 children, aged 8 to 18 years old, using the Peer Relations Questionnaire (PRQ). This study estimated that about one child in six reported being bullied on a weekly basis. These statistics were substantiated by Norwegian and English studies undertaken by Olweus (1993a) and Smith and Sharp (1994). A similar study, conducted in Toronto in 1994, found that of the 1,041 students queried, nearly 15% of the students reported being victimized by a bully (Pepler and Craig, 1994). Studies from a number of other countries have confirmed that rates of bullying are the same or higher in England, the United States, Japan, Ireland, Australia and the Netherlands than among other countries (Sudermann, 1996). Regardless of the students researched, key elements continued to surface in countries around the globe; children were

affected by this bullying behavior and were unsure how to handle it. Experts agreed that conflict resolution skills were fundamental to squelching the destructive bullying cycle (Olweus, 1993b).

Negative behaviors appeared to continue from generation to generation. It is more difficult for students to change once the pattern has been established. This demonstrated that early intervention was crucial (Eron, 1987). Adult and parent awareness, classroom and school interventions, response training for victims, and development of an anti-bullying school policy are four important ways to help minimize the problem of bullying. For students to be successful at rebuking attacks made by bullies and end the cycle of harassment, various interventions were necessary (Smith and Sharp 1994).

One primary action that needs to be addressed is raising the awareness of bullying to the adult community. Adults need to become involved. Parents, teachers, and administrators need to be educated to recognize that this negative behavior is different from normal peer conflict. The schools must educate teachers and parents alike to the signs of bullying and of the need for students to ask for help when they are confronted by a bully. Parents and teachers have been heard to say, "Let the kids work it out," (Olweus, 1993a) or "Boys will be boys." However, there are signs that Sudermann (1996) identifies that can help adults recognize a true victim. These signs include a quiet and shy temperament, lack of friends, lack of confidence in one's physical strength, absenteeism, and truancy. In addition, some victims may be impulsive and have poor social skills. These children sometimes are both the victim and the bully (Batsche and Knoff, 1994). It is extremely important for parents and teachers to be informed. Using tools to identify student victims in the school setting could help adults target the problem. In conjunction with the school, parents can participate in an awareness campaign. This can be conducted during parent-teacher conferences or holding an informational meeting or seminar for parents. Keeping

parents informed through newsletters would also contribute to the acknowledgement of the problem. The newsletter could also include signs to look for in their own children. Not only would these signs be that of the victim but that of the bully as well (Smith and Sharp, 1994).

The availability of parents to supervise their own children is a crucial aspect in helping to minimize the problem. Social workers (Feldheim and Leimer, personal interviews, August, 2001) report that, in today's society, in many cases the family unit consists of either two working parents or a single parent. Children come home from school and there is no adult present. As a result, children are forced to supervise themselves. What can be done about this? Requiring that all families have one parent in the home after school is not realistic. Statistics prove, as in the studies by Olweus (1993a), that if activities are organized that would allow children to be supervised in a more structured setting, bullying decreases.

In a comprehensive and large-scale school based program in which the school staff and parents were actively involved, a 50% reduction in bullying was reported after a two year implementation period (Olweus 1993a). The key components of this plan focused on awareness of all parties and a commitment of involvement on three distinct levels: the school level, class level, and the individual level. The school level consisted of an initial questionnaire survey, a parent meeting, parent circle groups, and teacher training. From these meetings more parent contact was initiated and a detailed plan for better supervision during lunch and recess was initiated. At the class level every teacher developed class rules against bullying and posted these within their classrooms. Regular class meetings were held and many positive class activities were practiced, including role playing and praise sessions. On the individual level serious talks were held with bullies and victims when incidences of bullying arose. There were support groups established for students and parents of both bullies and victims. If necessary, room or

building changes took place to assure that every student would feel safe. As was the case in this study, additional after-school programs, such as clubs or open gym opportunities where students practice appropriate social and conflict resolution skills have been proven to help children respond positively (NASSP Bulletin, March 2000).

Adults must re-examine some of their own beliefs with regard to their interpersonal behavior with others (Sudermann, Jaffe, Scheiek,1996). Children need role models. If adults enter into negative, aggressive behavior with others, then the cycle may continue with their own children. It is extremely essential that adults "model" the model or "walk the talk". Also, it is fundamental that parents match consequences for any misbehavior to the severity of the action. Students need to be disciplined in a constructive manner because, as Sudermann suggests, corporal punishment carries the message that "might is right" (1996).

It has been identified that bullying behavior takes place when children are in a non-structured activity such as recess, the lunchroom, or walking in the halls from class to class. Olewus (1993b) suggests that there is a need for more adult supervision during these unstructured times. Initially, this will increase the workload of the teacher. However, when the bullies see that their behavior will not go unnoticed by nearby adults, eventually the negative actions will decrease. In the long term, more acceptable behavior begins to be the pattern. Getting parents and adults more involved and providing positive places for children to go after school can help to decrease bullying.

Schools are well advised to take a proactive approach to institute measures aimed at decreasing negative interpersonal interactions among students. Research indicates that there are proven intervention programs that can be implemented to accomplish this objective.

Maines and Robinson (1997) write that an effective method of intervention is the No Blame Approach to Bullying. This seven-step procedure can be utilized when bullying has been observed or reported. The seven steps are:

1) *Talk to the victim.* When a teacher or supervising adult becomes aware of bullying, he or she begins by talking to the victim. The main intention of this dialogue is to allow an expression of *feelings* by the victim, not to only establish factual evidence. During the course of this initial meeting, the adult should attempt to establish the identity of those involved in the bullying.
2) *Convene a meeting with the people involved.* The participants at this meeting should include both those involved in the bullying and other peers not involved in the bullying.
3) *Explain the problem.* The teacher or facilitator begins by explaining the problem to the group. Emphasis is put on the victim's feelings as opposed to allocation of blame.
4) *Share responsibility.* At this point, the adult must affirm that the group has been convened to solve the problem at hand, not to distribute punishment.
5) *Ask the group members for their ideas.* Each member of the group is encouraged to offer ideas of how the victim could be helped.
6) *Leave it up to them.* The teacher or supervising adult ends the meeting by assigning responsibility of solving the problem to the group.
7) *Meet them again.* After approximately one week, the teacher or adult needs to discuss with each member of the group, including the victim, how things have been progressing. This allows for monitoring of the bullying problem.

Another intervention, according to Pepler and Craig (1993), would be to develop a curriculum that promotes communication, friendship, and assertive skills. The teacher can

carry this out directly in the classroom in a circle time where students are given opportunities to role-play. These examples emphasize how appropriate social skills could be used and applied. On the contrary, negative examples could be used to demonstrate when a particular social skill should not be used. A discussion could then take place, which would be led by the teacher or social worker. Students who do not feel comfortable sharing could write how they feel or "journal" their thoughts and reactions to the role-play. Has this happened to them? What have they done about it? What could they do about it? How did they feel? Have they ever been the bully? These are just some of the questions about which the students would reflect. This activity would also nurture friendships and build better bonds in the classroom. Learning how to be a friend and to maintain friendships could be part of this circle time as well. An additional intervention would include placing a "challenge/solution" box in the classroom. This is a designated place for students to report a problem or injustice, or relate an experience positively or negatively in an anonymous manner. These incidents will be used in the role-playing activities, as journal prompts, or during circle time. The key is to keep the intervention focused on positive behavior responses.

Creating more cooperative learning groups that would include less social, more timid children in small positive and accepting groups would allow victims to feel more confident and assertive (Patterson, 1989). This also would take place during the regular school setting. For example, during science class, lab groups could be formed that would help develop social skills. Cooperative learning is a powerful tool that will enhance interpersonal relationships (Sjostrom, Stein, 1996). These settings are more real and lifelike to the students. They are forced to use pro-social skills to reach success.

In addition to school and classroom interventions, the victims themselves can be trained or taught strategies for responding or reacting to a bully. Garrity demonstrates the "HA HA, SO" strategies. This acronym is:

H-Help

A-Assert Yourself

H-Humor

A-Avoid

S-Self-Talk

O-Own It

- Help: Teach students that there are times when it is appropriate to seek help from peers or an adult. A victim can use this strategy by calling to other children, for example, "Could you help me ask Tommy to stop taking my lunch away from me?" or by running to an adult and saying the words, "I need help." If a child anticipates that a bullying situation may occur, he or she could ask other students to stay close by or to sit with him during lunch.
- Assert Yourself: Teach students when it would be a wise choice to use assertiveness and when it would not. This is often the first strategy that a victim should use. It should not be used with severe bullying or when the victim is very scared. To use this strategy, the victim looks at the bully directly and says, for example, " I don't like how you are gossiping about me and I want you to stop it."
- Humor: A situation can be de-escalated by using humor. This could be used in conjunction with the Help strategy, where the victim and others think up humorous ways to deal with the bully. It lightens the load a bit for the victim and it also sends the message to the bully that the attack is not affecting the victim as was intended.

- Avoid: Teach the students how to walk away in order to avoid a negative situation. This may be used best when the victim is alone. Perhaps the child needs to change the direction that he or she walks home. Another way to use this strategy is to stop anything that might be provoking the bully.
- Self-Talk: Students can learn self-talk techniques to maintain positive self-esteem. Often self-esteem is diminished when they are being bullied. This is used to keep feeling positive about oneself. For example, if a student is being called "dumb," he can say to himself, "I am not dumb. It is his fault that he is being mean. It is unfair, but I do not have to accept his opinion of me. I can have my own opinion about me and I like myself."
- Own It: Students can learn how to "own" the put-down or belittling comment in order to diffuse it. This strategy can be combined with the "Humor" strategy. "I agree that this is an ugly dress," for example. It can also be used with the "Assert Yourself" strategy with responses like, "I do have slanted eyes and that is because I'm Korean. Korea is a really cool country."

It is important that children realize that the first strategy that they try may not work. In this case, they may need to use another. These strategies could be discussed during the circle time, or responded to in the student's written journals. It is essential that students have the opportunity to role-play the strategies (Garrity, 1994). To reinforce the use of these, students could create posters to hang around the classroom or school to help remind all students of the strategies.

Garrity writes that schools should institute a formal school policy regarding bullying. The mission of such a policy should be to provide a safe, secure environment for the students, both

physically and psychologically. Furthermore, the policy needs to, at a minimum, contain three standards and expectations for staff and students.

These standards and expectations are:

a. Staff response: Stop the behavior. Rules will be established that do not allow for bullying of any type.

b. Students' accountability: Students will help others by speaking out and getting adult help.

c. Students' responsibility: This specifies that students must treat one another appropriately, making every effort to include everyone (Garrity et al, 1996).

The Camdean Primary School in London, England, enacts an anti-bullying policy incorporating these principles. The stated purpose of the policy is: "To promote consistency of approach and to create a climate in which all types of bullying are regarded as unacceptable." The aim is to provide students a secure environment free from threats and any type of bullying behavior. Among the elements of the program is a "commitment to overcoming bullying by practicing zero tolerance." (Fife Council, 1995 Children Scotland Act).

The literature clearly supports that to control bullying a four-pronged strategy should be employed. These strategies can be utilized to control bullying. Elevating parental understanding and awareness, teaching victims response techniques, creating an anti-bullying policy and employing classroom and school intervention techniques constitute this approach.

Project Objective and Processes

As a result of the increased awareness and anti-bullying interventions during the period September 2001 to January 2002, the targeted third and fourth grade students will demonstrate

more positive and empathetic behavior. Victims will develop tools for coping with bullying and aggressive students will develop better interpersonal skills.

In order to accomplish the project objective, the following processes are necessary:

1. The researchers will create a heightened awareness of the incidences of bullying within the third and fourth grade students. Dialogue concerning this topic will take place among the administration, faculty, parents and students.
2. Data will be collected and recorded by using surveys and checklists.
3. Time will be scheduled within the school day to accommodate a series of interventions including open discussions, role playing, and reflective journals.
4. Further programs will be initiated that will bring bullying to the forefront of the entire student body.

Project Action Plan

Step I--Communication

- Administrative presentation and approval
- Staff development program—early September late-arrival in-service

  Packet of information distributed regarding statistics, probable causes of bullying (Appendix D)

  Faculty survey explained and distributed (Appendix B)

  Project Action Plan and target group activities explained
- Parent information meeting

  Open House discussion of initiative to curb bullying

  Parent permission slips signed and collected (Appendix E)

  Connections to school-wide character education program stressed

- Monthly newsletter (Appendix F)

  Articles included in school bulletin with information for parents:

  Through the special services team, data and helpful information is given to parents, to assist them in helping their student fend off bullying and to learn how to ask for help.

  Web site links to relevant information posted to the school web page and advertised in the bulletin.

  On the school web site links are included from the Family and Community page that will lead parents to more information and help with bullying behaviors.

- Community outreach through press releases (Appendix G)

  Information in bulletin extended to the greater community

  More effort to inform the community is achieved through a biennial news magazine developed by the district. Information about the kinds of programs undertaken, e.g., the anti-bullying intervention activities, is included in this magazine. These are mailed to all members of the community.

Step II--Framework

- Scheduling/restructuring instruction time for third and fourth grade classrooms

  Anti-bullying activity time planned into classroom schedule weekly

  Reserve 30-45 minute time slot per week for group activities like the Friendship Circle, role playing, journal reflections, and other sharing activities that provide students a forum for discussing issues of behavior and the need to follow good models. (Appendix H)

- Consultation with special services team

Interviews held with social worker and school psychologist.

- Consultation with administrative team

  Interviews held with principal and assistant principal

  Resources sought and information shared through e-mail and memos (Appendix C)

- Bullying Awareness Assembly—created and presented by students

  Coordinated with third and fourth grade students and student council

  Developed with assistance from special services team, this is held during Red Ribbon Week

  This is another opportunity to show students that collectively the student body is working toward a school where all students are valued and no bullying will be tolerated. Saying "no" to everything that interferes with this is important—drugs or bullies.

- Developing school-wide climate awareness

  Targeted students create posters in computer class with anti-bullying messages and hang them throughout school building (Appendix I)

  This is an additional visual that helps to remind the children of the code of behavior that is expected of all students. By creating these signs themselves, students take pride and ownership in the message they carry.

  All classrooms post the school Code (See Appendix J-1) and a set of anti-teasing and bullying strategy cards (See Appendix item J-2)

  School mascot will carry anti-bullying messages during designated lunch periods periodically throughout the intervention period (September-January)

Step III--Intervention

- Define and recognize characteristics of bullying

  Faculty in-service training

Parent information at Open House, bulletin articles, school web page links

- Administer faculty survey—post in-service (pre-intervention, mid-intervention and post intervention)
- Administer student survey—at three intervals (Sept. through Jan.)
- Observation Checklist—observed/reported (Appendix K)

  Maintain daily checklist records for documentation
- Open discussion initiated weekly in third and fourth grade classrooms using the following formats:
  - Friendship Circle

    The theme of "I Make a Difference" will be introduced and explained. Self-esteem activities will be initiated using what the researchers will term "good talk" strategies. In the Circle, students will be grouped randomly each week. Each friendship session begins with a quick round activity. Example: Each student makes a caring statement about the person seated on his or her right, or each student tells one thing he did that was supportive of another student this week. Students will then be given an opportunity to listen to read-aloud stories on the theme of bullying and share ideas about ways to handle bullying. Texts used will include: Bullies are a Pain in the Brain by Trevor Roman and Bully on the Bus by Carl W. Bosch (Decision is Yours series).

    After reading sections of the text, students will use their journals to reflect on the stories. Students may add personal experiences or references if they are comfortable.
  - Role playing/conflict resolution

    Hypothetical situations will be suggested by the teacher, (and later by the students). Students will reflect on these in their journals. Sharing of these responses will take place

and discussion will be ongoing. Students will be asked to role play alternative solutions and be encouraged to choose positive responses. The school Code and strategies for dealing with conflict will continually be stressed (Appendix J).

- Current classroom issues

  Students will reflect on notes placed in the classroom Sharing Box. This is a designated box that will be decorated and placed in each targeted third and fourth grade classroom. Whenever a student has a problem or sees an injustice, he or she may anonymously place a short note about this in the box. (The teacher will read aloud the notes anonymously, deleting any identifying names or references.) Students will discuss possible solutions or strategies for working through the problems. These incidents will be used in the role playing activities, as journal prompts, or during discussion groups

- Response training

  During the sharing time or as needed each week, this activity will provide students strategies to respond to bullying episodes in a positive manner (see Code and anti-bullying strategies list, Appendix J).

➢ Reflection/Character Journal— Student will share journal entries during post-journal writing and discussion groups. After read-aloud time or after student self-esteem activities, children will use their journals to reflect on each. Students may add personal experiences or references if they are comfortable.

Step IV – Methods of Assessment

The following assessment tools will be employed to measure the success of the interventions. As noted below, the students and faculty will be surveyed periodically, the researchers will maintain checklists and journals, and weekly meetings will be scheduled for the researchers to discuss the

progress of the action plan. Additionally, communication with the parents will be ongoing and various communications will be shared and interviews will be conducted with the administrators, staff, and the special services team.

- Student surveys (Appendix A) administered at designated times, prior to intervention, mid intervention, and finally post intervention at end of intervention period.

  The students will be surveyed prior to the intervention to obtain baseline data. Approximately one month into the plan, the students will be surveyed again. Comparisons will be made between the data originally generated and the results recorded on this second survey. The researchers will analyze the responses and make any necessary adjustments to the action plan for the upcoming month. The survey will be administered two successive times, at four week intervals, and the researchers will determine if the interventions need further refinement. A final survey will be administered at the end of the 14- week intervention period. All information will be analyzed and reported.

- Teacher surveys (Appendix B) administered on schedule stated.

  The teachers and staff will be surveyed prior to the intervention to obtain baseline data. After the seventh week of the action plan the same survey would again be administered. Adjustments may be made to the action plan based on data and conversations with the staff members. At the end of the 14th week of the plan, the survey will be administered for the final time. Teacher data will be charted and recorded.

- Post intervention interviews with administrators

  Throughout the interventions the administrators will be consulted and queried. At the beginning of each four-week period of the intervention, information will be shared with the principal concerning the data results collected at that juncture. The number of incidences of

bullying being seen or reported from or about students in the targeted third and fourth grade classrooms will be discussed. The action plan steps for the next four-week period will be explained. At the end of the 14-week intervention plan, the administrative team will be consulted. Results will be tallied and compared. Suggestions for improvements in the plan will be discussed.

- Post intervention interviews (Appendix L) with special services team

  Throughout the interventions the special services team will be consulted and queried. The number of incidences of bullying being seen or reported from or about students in the third and fourth grade classrooms will be discussed. At the end of the fourteen week intervention plan, these same staff members will be consulted. Results will be tallied and compared. Suggestions for improvements in the plan will be discussed.

- Parent reflection/response inquiry (Appendix M) at end of intervention period

  At the end of the action plan parents of the targeted groups will be asked to respond to a few questions. It would be the researchers' desire to collect information concerning the impact parents may have seen with regards to the effect the action research plan at this site. Parent impressions, as to the effect that the strategies may have had, on reducing the occurrences of bullying incidences for their children would be sought.

- Analysis of checklists/ documentation developed during intervention period

  Each researcher will maintain a weekly checklist of bullying behaviors seen and reported by students in the target groups.

  Each researcher will also keep a double-sided journal entry sheet to record the interventions used and the student responses weekly. At the end of each week the researchers will meet to compare data and share information regarding the action plan. The

surveys and anecdotal information will be examined and compared by the two researchers at this site on a weekly basis. Modifications or adjustments may be made if indicated.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

As a result of the increased awareness and anti-bullying interventions during the period September 2001 to January 2002, the targeted third and fourth grade students demonstrated more positive and empathetic behavior. Victims developed tools for coping with bullying and aggressive students developed better interpersonal skills.

In order to accomplish the project objective, the following processes were necessary:

1. The researchers created a heightened awareness of the incidences of bullying within the third and fourth grade students. Dialogue concerning this topic took place among the administration, faculty, parents and students.
2. Data was collected and recorded by using surveys and checklists.
3. Time was scheduled within the school day to accommodate a series of interventions including open discussions, role playing, and reflective journals.
4. Further programs were initiated that brought bullying to the forefront of the entire student body.

There were four segments to the intervention plan. These included communication, framework, intervention, and assessment.

The communication segment included administrative approval of the proposed action plan. A staff development program was designed. The researchers provided the staff with statistics and

information concerning the research available on the subject of student bullying. A list of common behaviors was identified and all of the school staff was alerted to interventions that could be deterrents to the bullying problem. A parent information meeting was held on the evening of open house in September 2001. Parents were advised of the action research plan and had the opportunity to ask questions of the researchers. At this time the parent permission letters were distributed. Information was communicated through a monthly newsletter and a weekly school bulletin to the wider community.

The onset of the framework segment began with gathering data from administration, teachers, and special service teams. An assembly presentation and posting anti-bullying and anti-teasing strategy cards throughout the building raised the school-wide anti-bullying awareness. The framework and intervention segments involved scheduling a designated time within the school day to implement a variety of anti-bullying strategies. These strategies included a weekly friendship circle activity that developed a climate of trust. Read aloud stories on the theme of bullying were shared. Students reflected in their journals about ways to cope with bullying. Role-playing was encouraged to allow for positive solutions to bullying situations. Additionally, a classroom sharing box was placed in each of the targeted classrooms to allow students to report a problem or an injustice in an anonymous manner. These incidences were used in role-playing activities, as journal prompts or for discussion items during the friendship circle time. Helping students develop strategies for responding to bullying were discussed and role-played, too.

The method of assessment was the final segment of the plan. Staff and student surveys were administered prior, at the midpoint, and at the end of the 14-week intervention. Pre and post interviews with administration, teachers, parents, special service teams, and extended staff occurred. The researchers analyzed weekly checklists and journal documentation during the 14-week period. On a weekly basis, the researchers met and evaluated the plan.

The positive response from the students was evident. They looked forward to the friendship circle. Over the period of time, the trust level among students grew. Open and honest student comments, were respectfully received by the group. The posters and cards around the school building further enhanced anti-bullying behavior and students referred to these during discussion time. The overall climate in the school building improved. The dramatic events on September 11, 2001 regarding the terrorism against the United States have contributed to this more accepting environment. The visuals exhibited around the school encouraging students to treat one another with respect helped students to internalize the underlying anti-bullying message. For example, as a fourth grade class walked to lunch, one student heard a bullying comment made by another student. A third student observing this interchange pointed to a poster on the wall. The bully was silenced.

A difficulty that the researchers faced involved some students feeling uncomfortable with role-playing and being hesitant to participate. The student journal responses varied. A number of students reflected in short phrases and struggled to describe their feelings. One of the deviations was maintaining a designated time. For example, an unscheduled school assembly or cultural arts program caused an interruption to this sharing time on a few occasions. Another deviation was that a number of parents did refuse to sign the consent form. A particular parent of one of the targeted classes refused to allow her child to participate in any manner. This reoccurring negative response from this particular parent caused some restructuring of the activities with one of the targeted groups.

Presentation and Analysis of Results

In order to assess the implementation of anti-bullying interventions, an initial pre-intervention student survey was administered on September 10, 2001 to third and fourth grade students in the same site. The students were surveyed at a mid-point on November 6, 2001 and

again at the end of the intervention period on January 11, 2002. The data collected from these surveys are shown in Table 8 and Figure 3 below.

Table 8

Pre Intervention, Mid Intervention and Post Intervention Bullying Incidences for 4th Grade

Types of Bullying reported by 4th graders as happening on a daily basis	Survey I September 10, 2001	Survey II November 6, 2001	Survey III January 11, 2002
name calling	58%	49%	26%
hitting/pushing	49%	38%	23%
exclusion	38%	34%	24%
gossiping	34%	30%	26%
ethnic slurs	5%	2%	1%
stealing	16%	8%	4%
bossing	21%	16%	11%

Figure 3

Pre and Post Intervention Survey Results for 4th Grade Students

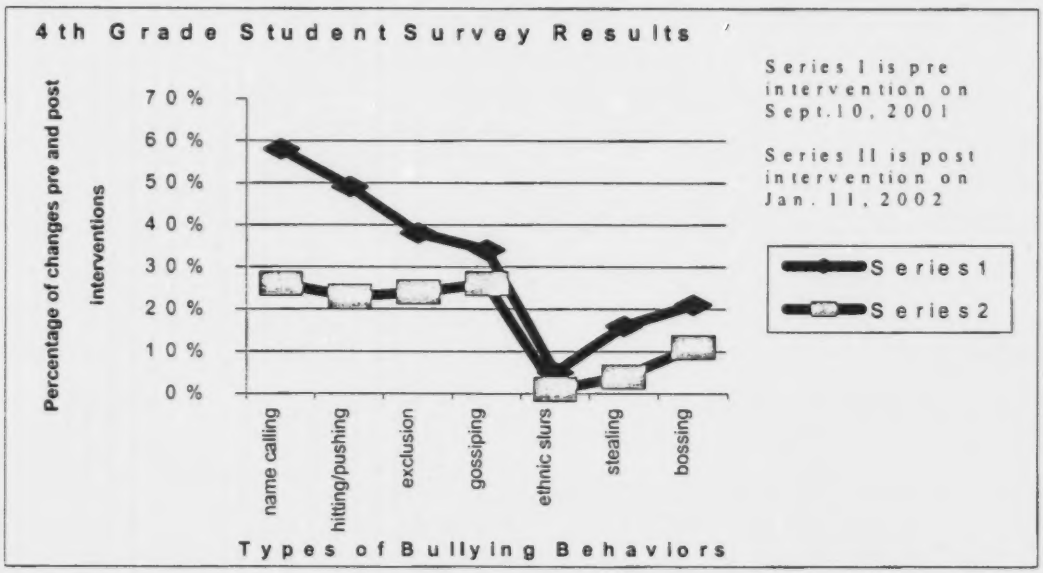


Table 8 shows the results of the pre and post intervention student surveys of the targeted fourth grade class. These same results are graphically depicted in Figure 3. The results of this survey were encouraging. Prior to intervention, 58% of the students reported that name-calling occurred on a daily basis. When these same fourth grade students were surveyed after the intervention, 26% of these students stated that name-calling still occurred on a daily basis. This was a 55% reduction.

Furthermore, the surveys indicated that there were reductions in each of the surveyed categories from pre intervention to post intervention. Forty-nine percent of the students responded that hitting/pushing occurred on a daily basis prior to the intervention. After the intervention, this percentage decreased to 23%, or a 53% reduction. For exclusion, the percentage decreased from 38% to 24%, or a 37% reduction. For gossiping, a 24% reduction was found as the percentage dropped from 34% pre-intervention to 26% post intervention. The percentage of students reporting ethnic slurs was fairly small at 5% prior to intervention. However, after the intervention the number had decreased to 1%. This equated to an 80% reduction. Stealing decreased from 16% pre intervention to 4% post intervention. This was a decline of 75%. Finally, a 47% reduction in bossing was indicated as the percentage decreased from 21% to 11%.

Table 9 shows the results of the pre and post intervention student surveys of the targeted third grade class. These same results are graphically depicted in Figure 4. Once again, the results of this survey were promising. Prior to intervention, 58% of the students reported that name-calling occurred on a daily basis as compared to 31% post intervention. This was a 47% reduction.

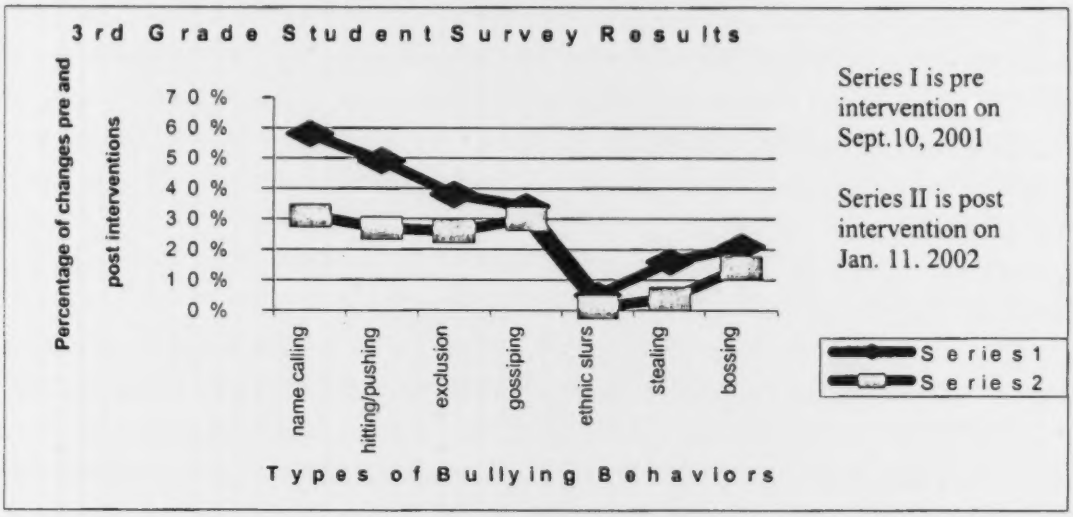
Table 9

Pre Intervention, Mid intervention and Post intervention bullying incidences for 3rd grade

Types of Bullying reported by 3rd graders as happening on a daily basis	Survey I September 10, 2001	Survey II N Nov. 6, 2001	Survey III January 11, 2002
name calling	58%	51%	31%
hitting/pushing	49%	37%	27%
exclusion	38%	34%	26%
gossiping	34%	28%	30%
ethnic slurs	5%	2%	1%
stealing	16%	7%	4%
bossing	21%	18%	14%

Figure 4

Pre and Post Intervention Survey Results for 3rd Grade Students



As was the case with the fourth grade class, the surveys indicated that there was a reduction in each of the surveyed categories from pre intervention to post intervention. Forty-nine percent of the students reported that hitting/pushing occurred on a daily basis prior to the

intervention. After the intervention, this percentage decreased to 27%, or a 45% reduction. For exclusion, the percentage decreased from 38% to 26% or a 32% reduction. For gossiping, a 41% reduction was found as the percentage dropped from 34% pre intervention to 30% post-intervention. Similarly to the fourth grade students surveyed, the percentage of third grade students reporting ethnic slurs was modest at 5% prior to intervention. However, after intervention the number had shrunk to 1%. This equated to an 80% reduction. Stealing decreased from 16% pre intervention to 4% post intervention. This was a decline of 75%. Finally, a 33% reduction in bossing was indicated as the percentage decreased from 21% to 14%.

In summary, for both the fourth grade class and the third grade class there was reduction in each of the surveyed categories from pre intervention to post intervention. The average percentage of reduction for all of the categories combined for the fourth grade class was 53%. The average percentage of reduction for the third grade class was 50%. Thus, it appeared that the intervention techniques employed had a measurable impact with both the third grade class and the fourth grade class. Furthermore, it appeared that the fourth grade class was influenced to a slightly greater degree than the third grade class by the intervention.

The next type of data collected were the staff surveys and interviews. On the initial staff survey, the following incidences of bullying behaviors were observed or reported to teachers and auxiliary staff members. In Figure 5 the numbers indicated a recurring pattern of bullying behavior.

Figure 5

Pre Intervention and Post Intervention Observation of Bullying by Staff of Targeted 3rd and 4th Grade Groups

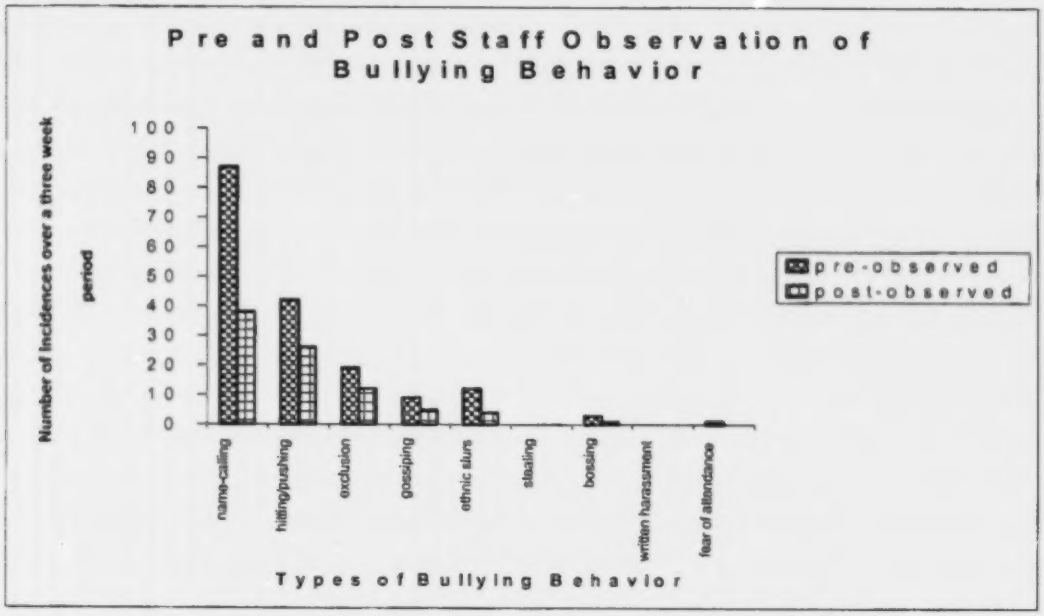


Figure 6

Pre Intervention and Post Intervention Reporting of Bullying Behavior to Staff

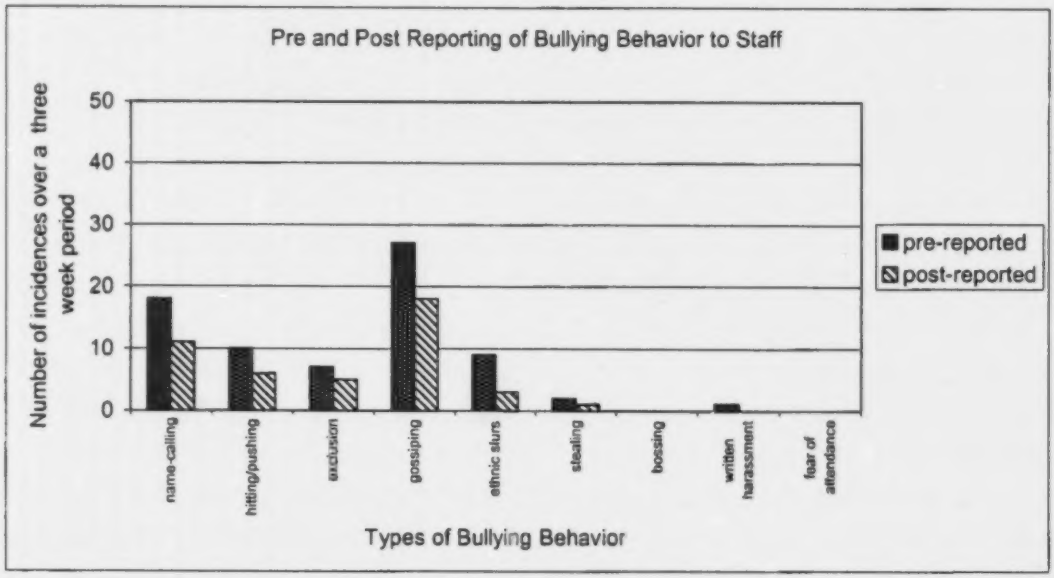


Figure 5 shows the results of the pre and post observation of bullying of the targeted third and fourth grade groups. These observations took place three weeks prior to the intervention and three weeks after the intervention. These results proved to be encouraging. Prior to intervention, the staff observed name calling 87 times. After the intervention this number decreased to 38 times. This indicated that there were 48 fewer incidences of name calling observed after the intervention. Forty-two incidences of hitting and pushing were observed before intervention as opposed to 26 incidences after the intervention. This was a decline of 14 incidences. Exclusion was observed 19 times prior to intervention as opposed to 12 times after intervention. This showed a decrease of seven incidences observed. Gossiping decreased from nine observations to five observations between the pre and post intervention time period.

The remaining types of bullying behavior observed continued to show a reduction of occurrences from pre to post intervention. Ethnic slurs were observed only nine times prior to intervention and four times after intervention. This was a reduction of five observations. Observations of bossing and fear of attendance were fairly low prior to the intervention, but still decreased after the intervention. There were no observations of stealing or written harassment prior to and after the intervention period. Clearly, it appeared that the interventions employed had a weighable impact on the staff's observations of bullying behaviors.

Figure 6 shows the results of the pre and post reporting of bullying behaviors to staff members by students. Staff members kept a checklist of how many times a specific type of bullying behavior was reported during the three week period before and after the intervention. Overall, the number of bullying incidences reported by students decreased from September 2001 to January,2002. There were 18 reports of name calling prior to the intervention as opposed to 11 reports after the intervention. Hitting and pushing decreased from 10 reports to six reports. Gossiping showed the largest decrease. Prior to the intervention students reported gossiping 27

times. After the intervention there were only 18 reports of gossiping. This type of bullying behavior was reported nine fewer times. Exclusion was reported two fewer times in January than in September. Ethnic slurs and stealing were reported a minimal amount prior to the intervention. However, there was still a reduction in the number of reports. Ethnic slurs decreased from nine reports to three reports. Stealing was only reported one time after the intervention as compared to twice prior to the intervention. Bullying behavior, including bossing, written harassment and fear of attendance was not reported at all prior to or after the intervention. These results demonstrate that the intervention methods had a positive impact on the number of bullying incidences reported.

Interviews with the social services team, which included the school psychologist and the social worker from Site A, were held prior to the intervention. At that time the researchers focused on the main types of bullying behavior listed in Table 8 and Table 9. The social services team members worked with the researchers, sharing statistical information about the presence of bullying they encountered within the school building. On a routine day, of the 16 to 18 students that the social services team may have seen for behavior issues, nearly 60% of these offenses involved bullying in one or more of the forms listed in Tables 8 and 9. Their comments affirmed the staff survey numbers shown in Figure 5. The psychologist agreed with the researchers' findings that one key to changing this cycle was raising the staff awareness of bullying. The researchers planned the staff in-service one week prior to the intervention period. It was decided that the Bullying Awareness Assembly would be held during Red Ribbon Week, which was one month into the intervention period. During the intervention period the psychologist and social worker communicated regularly with the researchers and other staff members by e-mail to alert them to the situations when bullying behavior was observed. This heightened the awareness of all staff members to the possibility of student bullying behavior and alerted them to those students

who might be victims or perpetrators. A sample memo demonstrates how staff who interacted with specific students were kept aware of bullying behavior (See appendix item L).

The social services team members participated in the initial class meetings, further demonstrating that the bullying strategies were being implemented beyond the targeted third and fourth grade classroom settings. This inclusion of the extended support team was an outgrowth from the researchers' interviews and communications. This dialogue supported the classroom interventions and promoted better social behavior by the targeted students in other settings throughout the school day.

At the end of the intervention period, the concluding interviews with the social services team revealed a drop in the number of incidences of bullying behavior they were called to address. They estimated that this reduction was approximately 20%.

Conclusions and Recommendations

As a result of the anti-bullying interventions, the third and fourth grade targeted groups demonstrated improved social skills. Lessened incidences of bullying were observed by staff members and reported by students. One of the strongest factors in the success of this action plan was the heightened anti-bullying awareness among staff, parents and students. This awareness developed a commitment by all parties within Site A to curb the bullying cycle.

Fewer students responded with name calling as a form of bullying after the first four weeks of the intervention. It was noticeable to the researchers and other staff members that students were becoming more tolerant and acceptable of one another. As students were walking to the lunchroom, one student made an inappropriate comment to a classmate. A third student intervened reminding the student who made the comment that put downs were not acceptable. The student who had been rude apologized quickly. This scenario is one example of the success of the interventions. The student who was the victim of the rude comment was immediately

apologized to due to the active support of a fellow student. The bully was accountable for his negative behavior. It was not necessary for the teacher to intervene. Other incidences similar to this demonstrated how students began to take responsibility and initiate positive responses to rebuke bullying behaviors.

A very effective strategy for describing bullying and sharing feelings related to it was the friendship circle. The students looked forward to this with great enthusiasm. It became a special time for the students to share about themselves. After the first two or three weeks a bond of trust developed between students in each of the targeted groups. Both researchers observed a relaxed atmosphere and a free interchange among students. All students were given the opportunity to respond in ways that were comfortable to each. For example, some students quickly volunteered to role-play bullying situations. The researchers purposefully assigned a student who had previously been observed bullying as the victim in a role play simulation. The bully suddenly, perhaps for the first time, was made aware of the feelings a victim experiences when he or she becomes the target of a bully. Likewise, victims were given opportunities to stand up for themselves in a safe environment. To reinforce the anti-bullying concepts, students and staff often referred to the anti-teasing and bullying strategy cards displayed in all classrooms.

Journal writing proved to be productive. Students felt comfortable expressing themselves in their own words. After read-aloud time, viewing a video, listening to a song, or observing a role play, students were able to write about personal experiences relating to these events. At times, students were anxious to share their thoughts openly. Obviously, this exemplified that trust had been established among students. It was not uncommon for a student to relate how a bully personally had hurt them or how they themselves had been the aggressors, bullying another student. The sharing box provided actual events, which had occurred and were relayed via the teacher in an anonymous manner. This allowed the students the opportunity to brainstorm

possible solutions or strategies for working through these problems on their own. The targeted third and fourth grade children began to show a higher level of social maturity. The researchers were impressed by this social growth. These eight and nine year old students internalized the intervention objectives and displayed markedly better behavior. Site A had a school wide behavior code, which closely modeled the anti-bullying initiatives. Many third and fourth grade students distinguished themselves by earning recognition for following this code since the intervention began. There seemed to be a distinct link between the implementation of the action plan and the social recognition gained by these students.

Creative posters and anti-bullying signs that were designed by the students were hung in the targeted classrooms and throughout the school building. These visual reminders helped extend the anti-bullying awareness beyond the classroom walls and the improvement in behavior became apparent in non-structured environments like the playground and the cafeteria.

Overall, the anti-bullying interventions had a distinct influence on the targeted third and fourth grade students. Positive changes in attitude and behavior were observed. This created a much more pleasant and productive environment within the targeted classrooms. The effects of this effort extended to other students and staff throughout the school building. Students took ownership for their own behavior and were able, at times, to make changes without the intervention of an adult. It was evident that name calling, gossiping, exclusion, physical violence and psychological harassment, many of the most typical forms of bullying behavior, were reduced for the targeted groups by this action plan.

One area that fell short of the initial expectations was sharing information with the wider community. Due to the fact that the district was attempting to pass a second referendum in eight months, a lot of energy by the community involvement coordinator and the administration was focused on this task. It was not possible to spend the time necessary to publicize the interventions

beyond the parent newsletter and school bulletin. Additionally, the school magazine, usually sent to the community was not published in 2001 due to the expense.

The interventions selected were implemented and successful. However, the researchers would make some recommendations. One of these changes would include selecting a larger group of students to participate. Only a targeted third grade and fourth grade class participated, but these two groups interact with their entire grade level throughout the day. This contact occurs during gym, lunchtime and recess. The researchers believe that it may have been more beneficial to have the entire grade participate. More students would have been exposed to the strategies to allow for even more success. Additionally, there would have been even more staff support. It would also expand the anti-bullying awareness to a larger group of students.

Choosing students for specific role play situations needs to be very selective. Some students are not comfortable role playing. They easily get embarrassed and do not like to "act" in front of an audience. Putting a child in this setting can be very awkward for him. The researchers discovered that the role play authenticity was jeopardized because of a student's uneasiness with the role playing. When selecting a child to participate in the role play, the researchers found it more productive to allow the student an opportunity to decline the invitation. At the same time, it is important to allow the students some time to discuss and prepare their simulation to the class. It would also be beneficial to select students who may have been observed bullying another student to be the victim of a bully. Likewise, it would help to select a student who has reported being bullied the opportunity to respond in an appropriate manner. Making students aware that the bystander who observes bullying behavior has the responsibility to support the victim.

It was the researchers' contention that the journal writing should occur immediately following the role play or the discussion. Soft music or dimming the lights helps the students write their reflections as well. It was important not to require the students to share their thoughts

and feelings. Many students were willing to volunteer enthusiastically. A very candid discussion often took place. The researchers were impressed and encouraged by this exchange.

The school day was very structured and did not easily allow time for these interventions. The researchers would suggest it is imperative that a scheduled time is set aside each week for the implementation of these interventions. It was very difficult to try and accomplish the planned activity in between subject areas. As a structured time, the students sensed the importance and value in the activity.

Bullying in the school environment can be minimized with heightened awareness, structured activities, and administrative, staff and parental support. Students are able to learn appropriate ways to respond to negative behavior and how to intervene or diffuse an altercation to stop the vicious bullying cycle.

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Appendices

Appendix A

Student Survey

Bullying means that there is an unfair balance of power between students. It is one student using words or making faces or exerting physical strength to hurt or embarrass another student.
Think about the school day from the time you get on the bus or arrive at school until you come back home from school each day. During the past few weeks(3 or 4) has another student upset or hurt you in any of the following ways. Circle the answer that **best** describes the number of times each of these things has happened to you.

Boy **Girl** **Age 8 9 10 11**

1. ☐ ☐

2. **Has another student mocked you or called you names?**

   Never **1-3 times** **4-7 times** **6-12 times** **Every day**

3. **Has another student hit or pushed you?**

   Never **1-3 times** **4-7 times** **6-12 times** **Every day**

4. **Did a student tell you that you can not be included in a game or activity?**

   Never **1-3 times** **4-7 times** **6-12 times** **Every day**

5. **Has another student teased you or made fun of your family heritage (ethnicity)?**

   Never **1-3 times** **4-7 times** **6-12 times** **Every day**

6. **Did a student spread unkind or untrue stories about you?**

   Never **1-3 times** **4-7 times** **6-12 times** **Every day**

7. **Has another student taken something that belongs to you?**

   Never **1-3 times** **4-7 times** **6-12 times** **Every day**

8. **Did another student or group of students refuse to talk to you?**

   Never **1-3 times** **4-7 times** **6-12 times** **Every day**

9. **Has a student written negative notes or drawn pictures of you?**

   Never **1-3 times** **4-7 times** **6-12 times** **Every day**

10. **Have you ever been bossed around and forced to do something you did not want to do?**

Never 1-3 times 4-7 times 6-12 times Every day

11. Has another student "crank called" or made inappropriate phone calls to your house?

Never 1-3 times 4-7 times 6-12 times Every day

12. Have you been afraid to come to school because other children are mean to you?

Never 1-3 times 4-7 times 6-12 times Every day

Answer YES or NO to each of these questions?

1. Have you told your teacher that someone is bullying you?

YES NO

2. Have you told your teacher when you have seen or heard another child being bullied?

YES NO

3. Do you think your teacher will help you deal with the bully?

YES NO

4. Did you tell your parents that someone is bullying you?

YES NO

Appendix B

Teacher Survey

Bullying is an imbalance of power so that a child becomes a victim of another child. Students need help in developing appropriate interpersonal skills. Often, we find that students assert themselves in a negative manner-which can display itself as bullying. Likewise, other students become victims of these negative comments and behaviors.

It is our intent to identify the severity and frequency of bullying within 3rd and 4th grade students. In completing this survey, consider your contact with the students throughout the entire day. The following questions describe ways in which bullying is acted out. Circle the answer that **best** describes the number of times you have observed the behavior or the behavior has been reported to you.

1. **Classroom teacher** ☐ **SST** ☐ **RAT** ☐ **Admin.** ☐

2. **Have you witnessed name-calling?**

   Never **1-3 times** **4-7 times** **6-12 times** **Every day**

3. **Has a student reported to you that they have been a victim of name-calling?**

   Never **1-3 times** **4-7 times** **6-12 times** **Every day**

4. **Have you observed a student aggressively hitting or pushing another student?**

   Never **1-3 times** **4-7 times** **6-12 times** **Every day**

5. **Has a student reported to you that they have been hit or pushed by another student?**

   Never **1-3 times** **4-7 times** **6-12 times** **Every day**

6. **Have you observed a student taking something from another student?**

   Never **1-3 times** **4-7 times** **6-12 times** **Every day**

7. **Has a student reported to you that something has been taken from them?**

   Never **1-3 times** **4-7 times** **6-12 times** **Every day**

8. **Have you observed a student being isolated from their normal peer group?**

   Never **1-3 times** **4-7 times** **6-12 times** **Every day**

9. **Has a student reported that they have been isolated from their normal peer group?**

Never 1-3 times 4-7 times 6-12 times Every day

10. **Have you heard students gossiping about another student?**
Never 1-3 times 4-7 times 6-12 times Every day

11. **Has a student reported to you that gossiping is occurring?**
Never 1-3 times 4-7 times 6-12 times Every day

12. **Have you heard students using ethnic slurs?**
Never 1-3 times 4-7 times 6-12 times Every day

13. **Has a student reported to you that ethnic slurs are being said?**
Never 1-3 times 4-7 times 6-12 times Every day

14. **Have you witnessed a student being bossed or coerced to do something they didn't want to do?**
Never 1-3 times 4-7 times 6-12 times Every day

15. **Has a student reported to you that they have been bossed or coerced to do something they didn't want to do?**
Never 1-3 times 4-7 times 6-12 times Every day

16. **Have you confiscated written notes or pictures that contain negativism about another student?**
Never 1-3 times 4-7 times 6-12 times Every day

17. **Has a student ever indicated that they are afraid to come to school because of the fear of being bullied?**
Never 1-3 times 4-7 times 6-12 times Every day

18. **Has a parent ever indicated that their child is afraid to come to school because of the fear of being bullied?**
Never 1-3 times 4-7 times 6-12 times Every day

Appendix C
Inter-office E-mail Memos and Bullying Alert Messages to Staff

Linda Feldheim, 02:07 PM 11/6/01 -0600, Student discussion

X-Sender: lfeldheim@mail.d71.n-cook.k12.il.us
X-Mailer: QUALCOMM Windows Eudora Light Version 3.0.5 (32)
Date: Tue, 06 Nov 2001 14:07:51 -0600
To: ssturtivant,erybicki,khanlon,dbuhler,cgates,ffunk,pkillips,kfahrenholz,
ahaggard,jparisi,cromanoski,gsanchez,bpotratz
From: Linda Feldheim <lfeldheim@mail.d71.n-cook.k12.il.us>
Subject: Student discussion
Cc: anicholson

Alexandra and I spent time today talking with Napalia [redacted], Nicole [redacted], Kelly [redacted], and HaeSung about teasing, hitting, kicking etc. I would like to clear the air with the following 5th grade girls tomorrow morning(Weds. Nov. 7th) first thing in the morning at 8:35am in my ofice. Could you send Napalia, Kelly, HaeSung, Marina, Ann Marie , and Priya to see me tomorrow morning.

The girls all seem to be saying that during passing in the halls, recess, PE time, there is pushing, some kicking, shoving, hitting, name calling etc. Especially during recess and in PE could we all watch a little closer to what is going on with the 5th grade girls.

Also, in PE, when the girls run laps, there may be more CONTACT with each other than is necessary.

Thanks for your help with this matter. If you see anything else going on, please let me know. Linda

Linda Feldheim, 02:33 PM 9/21/01 -0500, Isaac Kocho, Danny Sigal, Mathew Szpora

X-Sender: lfeldheim@mail.d71.n-cook.k12.il.us
X-Mailer: QUALCOMM Windows Eudora Light Version 3.0.5 (32)
Date: Fri, 21 Sep 2001 14:33:51 -0500
To: ahaggard,bpotratz,gsanchez,dbuhler,cgates,afarlee,cdworak,jparisi,
mpilati,bmontcalm,kfahrenholz
From: Linda Feldheim <lfeldheim@mail.d71.n-cook.k12.il.us>
Subject: Isaac [redacted], Danny [redacted], Mathew [redacted]

These boys were bullying another student in the recess lineup this afternoon. Their consequence for this will be a week of lunch/recess in the timeout room/front office/Alexandra's office. I know that Danny is behind in his work. I don't know about the other boys. I do have duty at that time and will not be here part of Weds. And all of Thursday. But I will keep an eye on them when I am here. But if you could send work down with them or put work in my mailbox, the time could be of GOOD use!!!!!
Thanks, Linda

Appendix D
Staff Information Packet

Myth or Fact?

Directions:

Determine whether each of the following statements is a "myth" or a "fact."

1. Bullies are boys. _____
2. Bullies are insecure and have low self-esteem. _____
3. Bullies don't have friends. _____
4. Bullies are usually failing in school. _____
5. Bullies are physically larger than their victims. _____
6. Bullies don't really mean to hurt their victims. _____
7. Bullies usually feel badly about their actions, but they just can't help themselves. _____
8. Looking different is the main reason children get bullied. _____
9. If the victim fights back, the bully will back down. _____
10. Telling on a bully will only make the situation worse for the victim. _____
11. Other children should stay away from the bully-victim situations or they'll get bullied as well. _____
12. All teachers can learn to handle a bully. _____
13. Unless you change the bully's home life, nothing will help. _____
14. Bullies need therapy to stop bullying. _____
15. Bringing the parents of the victim and of the bully together for discussion is a good idea. _____
16. Once a victim, always a victim. _____
17. Victims have usually brought the trouble upon themselves. _____
18. Learning disabled students are at higher risk of being victimized. _____

Bullying
A. General information

Everyone gets teased at one time or another. But, some people get teased more than others.

I. True bullying is repeated exposure over time to negative actions.

II. **Bullying** means that there is an imbalance of power so that the child being victimized has trouble defending himself or herself.

III. Bullying is agression in three forms
- a. physical
- b. verbal
- c. psychological

IV. Bullying is when one person uses power in a willful manner with the aim of hurting another person repeatedly.

V. Conflict is a part of normal interaction

that all people need to learn to handle. This conflict does not neccesarily mean bullying.

VI. The critical feature in bullying is that the victim does not have the skills to cope.

VII. The victim is typically very upset-withdrawn, outright crying and anguish and very angry.

VIII. The bully shows little outward emotion and is convinced that the victim provoked him and deserved the aggression. The bully has little or no concern for the victim and feels justified in his actions.

B. Who are the Bullies?

I.Both boys and girls are bullies.
II. Bullies have average ability in school.
III. Bullies have friends.
IV. Bullies value the rewards that aggression can bring.
V. A bully does not care about how the victim feels.

VI. The bully does not feel guilty about what he has done to another person.

VII. The bully likes to be in charge, to win in all situations, no matter what.

VIII. The bully always thinks that he should get what he wants, no matter what.

C. Bullying Tactics

I. Boys do the following things:

a. They are frequently aggressive.
b. They trip someone.
c. They threaten later physical consequences.
d. They punch.

II. Girls do the following things:

a. They alienate.
b. They tease about someones clothes.
c. They write mean notes about someone else.
d. They promise other girls that they will be included in an inclusive

group if they tease someone else.

D. Why Children Bully Others.

I. To get power
II. To gain popularity
III. To act out problems they have at home
IV. To copy what another person they may admire does

E. Victims are kids who are:

I. isolated or alone
II. anxious, insecure, lacking in social skills
III. physically weak/unable to defend self
IV. cry easily/unable to stick up for themselves
V. may have suffered past abuse
VI. may not be able to see that someone is going to pick on them
VII. provocative, who will tease and

will fight back(but will be ineffective .)

VIII. who tries not to give in to the bully, and gets very upset when he or she does lose

F. How Children Bully others:

1. By physical aggression: spitting, tripping, pushing, shoving, destroying another's things, hitting, threatening with a weapon

2. By social alienation: gossiping, spreading rumors, ethnic or racial slur, excluding from a group, publicly humiliating, threatening with total isolation from the peer group

3. By verbal aggression: mocking, name calling, teasing, intimidating telephone calls, verbal threats of aggression

4. By intimidation: graffiti, a public challenge to do something, playing a dirty trick, taking another's possessions, coercion

G.The danger of bullying:

1. Bullying is different from regular conflict because it contains danger
2. Physical and/or emotional danger
3. In normal peer conflict, a child may be teased. But if this teasing continues, **REPEATEDLY**, it could result in harm to that child's self esteem, so it is dangerous.

H. The emotional consequences for the victim

1.Drop in self-esteem to self defeating attitude

2. Feeling scared, withdrawn, isolated and/or sad

3.Physical symptoms-headache, stomache, general fatigue
4. Not liking school
5.Panic and irrational retaliation

I..THE SINGLE MOST EFFECTIVE DETERRENT TO BULLYING IS KNOWING THAT THE ADULTS WILL NOT ALLOW IT TO HAPPEN.

DEVELOPMENTAL GUIDE TO CONFLICT RESOLUTION

GRADE LEVEL	TYPICAL CONFLICT	PREFERRED STYLES OF RESOLUTION
1	Conflict likely over toys, possessions ("It's mine."), going first	◆ Action oriented ◆ Separate the children ◆ Change the topic ◆ **No-Nonsense** or **Smoothing**
1 and 2	Selfishness, wanting own way Threatening with tattling or not playing with again ("I'm not inviting you to my birthday.")	◆ Undo what the offender did ◆ **No-Nonsense** or **Problem Solving**
3, 4, and 5	What's fair and what isn't Teasing, gossiping, feeling superior Putting down, accusing of something not true or distorted	◆ Beginning stage of understanding others' intentions: mutual negotiation possible with help ◆ Compromise for older grade levels ◆ **Problem Solving** or **Compromising**
5 and 6	Bossiness, tattling, put-downs, showing off, betrayal	◆ Compromise can be used: empathy possible at this age ◆ Talking things out, even if no compromise is reached ◆ **Ignoring** (only if a minor problem) or **Compromising**

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BULLYING BEHAVIORS CHART

MILD		MODERATE			SEVERE
PHYSICAL AGGRESSION					
• Pushing • Shoving • Spitting	• Kicking • Hitting	• Defacing property • Stealing	• Physical acts that are demeaning and humiliating, but not bodily harmful (e.g., de-panting) • Locking in a closed or confined space	• Physical violence against family or friends	• Threatening with a weapon • Inflicting bodily harm
SOCIAL ALIENATION					
• Gossiping • Embarrassing	• Setting up to look foolish • Spreading rumors about	• Ethnic slurs • Setting up to take the blame	• Publicly humiliating (e.g., revealing personal information) • Excluding from group • Social rejection	• Maliciously excluding • Manipulating social order to achieve rejection • Malicious rumor mongering	• Threatening with total isolation by peer group
VERBAL AGGRESSION					
• Mocking • Name calling • Dirty looks • Taunting	• Teasing about clothing or possessions	• Teasing about appearance	• Intimidating telephone calls	• Verbal threats of aggression against property or possessions	• Verbal threats of violence or of inflicting bodily harm
INTIMIDATION					
• Threatening to reveal personal information • Graffiti • Publicly challenging to do something	• Defacing property or clothing • Playing a dirty trick	• Taking possessions (e.g., lunch, clothing, toys)	• Extortion	• Threats of using coercion against family or friends	• Coercion • Threatening with a weapon

Appendix E

Clarence E. Culver School

Niles Elementary School District #71

6901 W. Oakton Street, Niles, IL 60714 847-966-9280

Saint Xavier University **Institutional Review Board**

Consent to Participate in a Research Study
Ways to Minimize Bullying

September 4, 2001

Dear Parent or Guardian,

We are currently enrolled in a master's degree program at Saint Xavier University. This program requires us to design and implement a project on an issue that directly affects our instruction. We have chosen to examine ways to minimize bullying.

The purpose of this project is to minimize bullying in the school environment.
It will help your student develop positive interpersonal skills and gain strategies for dealing with aggressive behavior.

We will be conducting our project from September 2001 through January 2002. The activities related to the project will take place during regular instructional delivery. The gathering of information for our project during these activities offers no risks of any kind to your child.

Your permission allows us to include your child in the reporting of information for our project. All information gathered will be kept completely confidential, (names will never be attached to data) and information included in the project report will be grouped so that no individual can be identified. The report will be used to share what we have learned as a result of this project with other professionals in the field of education.

Participation in this study is completely voluntary. You may choose to withdraw from the study at any time. If you choose not to participate, information gathered about your student will not be included in the report.

If you have any questions or would like further information about our project, please contact us at Culver School 847-966-9280. (Mrs. Mueller at Ext. 228 or mmueller@d71.n-cook.k12.il.us or Mrs. Parisi at Ext. 129 or jparisi@d71.n-cook.k12.il.us

If you agree to have your student participate in the project, please sign the attached statement and return it to your child's homeroom teacher. We will be happy to provide you with a copy of the statement if you wish.

Sincerely,

Mrs. Mueller and Mrs. Parisi

PLEASE RETURN THE ATTACHED STATEMENT TO US BY Thursday, September 13, 2001.

Appendix F
Parent Newsletter

Anti-bullying

Respect for all

October 2001

Dear Parents,

This has been an active month for our students and their teacher researchers. Students have designed anti-bullying posters that they were eager to hang all around the school building. Your son or daughter has taken an active role in learning about ways to stop bullying on and around the school grounds. Students are beginning to independently monitor and mediate when bullying problems surface at lunch or on the playground. Please ask your student to tell you what their poster looked like and what message they chose to display.

The students have been enjoying our sharing time together this month. One activity we worked on together was the theme of "Bullies are Self-esteem Vampires". They were very detailed in their descriptions of the ways bullies make fun of students or hurt them. As a final activity they had the opportunity to create monster pages to depict the vampire bully for a Halloween activity.

As is true of all the activities we use with the students, the message we continually stress is the need for each person to respect themselves and others. Students are only asked to share what is comfortable for them and they are learning to be good citizens of _____school by following the Code of behavior.

We will let you know more about our project next month. Thank you again for allowing your child to participate in this important educational research. Any comments or questions are always welcome.

Sincerely,
Mrs. Mueller and Mrs. Parisi

Appendix G
Press Releases

Note: As described in section four-- page 52, this original intervention element could not be accomplished.

Appendix H
Sample Worksheets from Activities and Sharing Times

A Bully

Looks like

_____

Feels like

_____

Sounds like

_____

The next time someone tries to bully me I will_____

_____

_____

_____

_____

Choices

1.Your friend is making fun of you in line every morning.

2. At recess, A bully takes your hat and runs away,then throws it in the bushes.

3.In gym class a boy tells everyone not to pick you for any games.

When Someone Teases Me, I Will....

Everyone is a special person. It feels good to have someone recognize that you can do things well. Sit quietly in the circle and think about the children sitting on both sides of you. We will talk about these at the end of the sharing time.

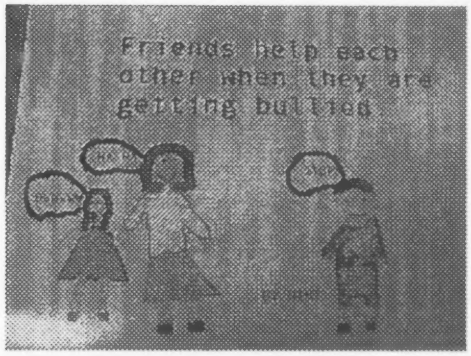
Write down at least 3 nice things about the person to your right.

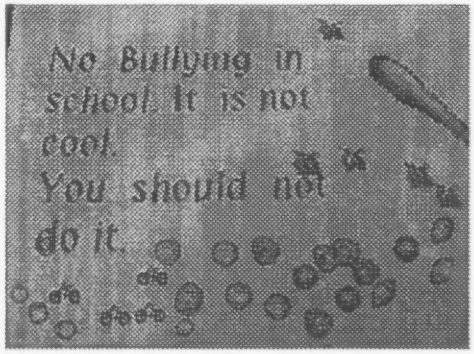
Write down at least 3 nice things about the person to your left.

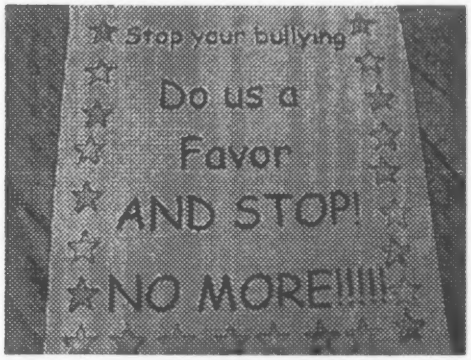
Role Play

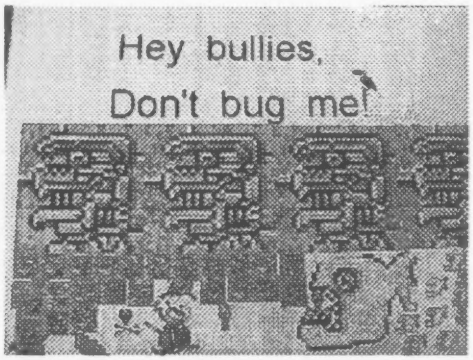
I see someone getting bossed on the bus.	My friend won't play with me today.	Tom didn't let me play at recess. He kept pushing me.	I saw the new girl get bullied on the bus.	Someone called me a name and made fun of my hat.
Should I tell the teacher that Mary is taking my crayons all the time?	How can I get the girls to play with me? They ignore me everyday	I don't have any friends because John told all the boys not to play with me.	I am small and everyone picks on me.	Should I tell the teacher that I saw Tommy pushing the 2nd graders around before school today?
They call me "fatty" all the time. What should I do?	I can't run fast so nobody ever picks me to play on his or her team.	I see someone bully my best friend. What should I do?	Is it tattling if I tell the teacher that someone is trying to hurt me?	I am on the bus and I see a boy I know making fun of someone.

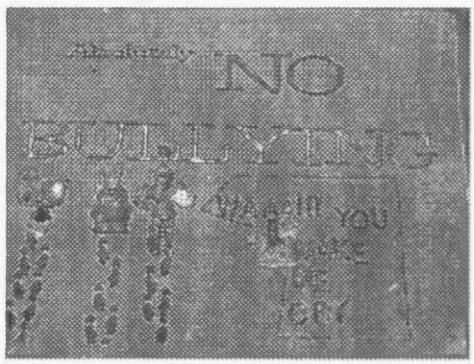
Appendix I
Posters and Signs designed by 3rd and 4th Grade Students











Culver Code

Be responsible.

Be positive.

Be respectful of people and property.

Be honest.

Be cooperative.

Appendix J
Item 2

Anti-teasing Strategy Cards
Each of the 10 strategies is posted on signs in every classroom in the building.
Adopted from Freedman, Judy S., Stress*ed, 1999. info@easingtheteasing.com

10 TIPS to deal with TEASING

1). SELF TALK: Tell yourself that the tease is not true. I am a nice person. I am a nicer person than the teaser. I don't like the person who is teasing me. I don't have to get upset.

2). Ignoring: Don't get angry. Don't look at the person who is teasing you. Practice at home how you are going to ignore the teaser. Walk away. Practice in front of a mirror.

3). I message: I feel ....when you....I would like you to.... The I message helps you say how you feel without getting angry. This is a good tip to practice at home.

4). Visualize Teases Bouncing off of you: You have a magic shield, a big tennis racket, a large baseball bat to hit the teases away from you. You can refuse to believe these nasty comments.

5). **Turn the tease into a compliment:** You get teased about your glasses or your hat...you say..."Thanks for noticing my glasses, hat, haircut".

6). **Agree with the tease:** You actually agree with what has been said. "You have a lot of freckles." "You are right...I do have alot of freckles."

7). **"SO?":** No matter what is said to you, you say "SO?" You are letting the teaser know that what he says does not matter.

8) **Respond to the tease with a compliment for the teaser:** You are teased about how fast you run. You tell the teaser that you wish you could run as fast as he does.

9). **Use Humor:** When you are teased, if you can laugh at the teaser, it will tell the teaser that you are not upset.

10) **Ask for Help:** If all else fails, ask a teacher for some help in remembering the best tip to use.

Appendix K

Observation / Checklist
Week of _____

	Observed	**Reported by student**
Behaviors: Exclusion		
Name calling/ put downs		
Physical violence		
Gossiping		
Threats		
Stealing		
Bossing		
Psychological harassment (gestures, motions, silent treatment, etc.)		

Appendix L

Post Intervention Questionnaire to Special Services Team

Have you seen a reduction in the number of bullying occurrences as described prior to our intervention?

Do you feel that the school wide behavior "Code" has positively impacted student behavior?

Do you feel that recognizing students with the Codee Commendation has positively impacted behavior?

Have you witnessed bullying in a greater or lesser degree in general (to what it may have been last year)?

Has the code assisted you and your ability to have students understand what are acceptable ways to respond in social situations?

What do you see as the best ways to minimize bullying here at school?

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